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ABSTRACT

This study was conducted to develop, implement, prototype test, and disseminate a model guidance training program that can be used to prevent the high rate of student dropouts in rural Texas schools. Two school districts, New Caney and Waller, served as demonstration sites for prototype testing. The program was designed by a team of representatives from the Prairie View A & M University counseling staff, Teacher Center, and Community Affairs Centers, and community and school personnel from the districts. The research was conducted in three phases: (1) the establishment of a model training/implementation component; (2) the establishment of an administrative team; and (3) the development and implementation of an inservice training dropout prevention model. (The dropout prevention model, which consists of a slide-tape presentation along with a written narrative and other printed materials, is contained in the appendix to this document. Also contained in the appendix are the interview schedule, a citizen's guide to dropout prevention, and tips for planning and implementing a dropout prevention program.) Some of the findings of the survey follow: (1) dropouts liked best the student activities and disliked most the classes; (2) the major reason students dropped out of school was a need to work, followed by a lack of interest in school; (3) the dropouts knew of the vocational programs in their schools, but few enrolled in them; (4) most of those employed wanted new jobs; (5) most of the dropouts would stay in school if they were making the decision again. The project staff recommended that the dropout prevention information be disseminated and used in dropout prevention efforts throughout the state. (KC)

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FINAL REPORT

Project No. 11230111

A PROTOTYPE OCCUPATIONAL CHOICE MODEL FOR DISADVANTAGED YOUTH IN RURAL SCHOOLS

Research Project in Vocational Education
conducted under
Public Law 94-483, Section 130
and the
Texas State Plan for Vocational Education

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PREFACE

This dropout prevention model is designed to stimulate dialogue, and to increase the involvement in the development of programs which will reduce the dropout rate among students from rural schools. It is addressed primarily to school administrators and professional and community persons who are interested in getting involved in this vitally important work. Since it is also designed to reach the wider audience of parents, students, state and local officials, and many individuals and groups interested in preventing youth from dropping out of school, the dialogue should be enhanced and the chances for program development and implementation should be enhanced.

The developers of this model have chosen to concentrate on the practical rather than the ideal. The methods and program development and implementation procedures discussed were developed from actual implementation and modification in rural school districts. The actual dropout prevention model is shown in Appendix B of this document. The model contains four sections. Section I is an audio/visual slide-tape narrative, which is primarily designed for public school personnel; Section II is a written narrative of the slide-tape; Section III is a concerned citizen's guide for developing school based dropout prevention programs; and Section IV contains useful hints for developing and implementing the program.

The reader is reminded that this model was designed and tested in a rural school setting. Therefore, extreme caution should be observed if an attempt is made to use it in an urban school district. Also, while it was recognized that the dropout rate among Black youths is greater than that of White youths, no attempt was made to draw comparrisons between the two groups.

ACKNOWLEDGMENT

The staff and faculty at Prairie View A&M University wish to acknowledge the assistance and support rendered by the various individuals, groups, and organizations in the completion of this research study.

The Texas Education Agency (TEA) is acknowledged for having provided financial support for this study. A sincere thanks is given to the school districts of Waller and New Caney for their dynamic interest, concern, support, and cooperation rendered throughout the duration of this study.

Acknowledgment is also given to participants from Education Service Centers (Region IV and VI), the seven consortium secondary school districts which shared their experiences, hopes, and knowledge, and allowed for program implementation and modification, the Prairie View A&M University Teacher Center staff and faculty personnel, and the valuable input from the community leaders and organizations.

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INTRODUCTION

During school year 1979-80, Prairie View A&M University received a grant from the Texas Education Agency (TEA) to develop a youth dropout prevention model. The dropout prevention model shown in Appendix B was designed and developed in conjunction with local community postsecondary and secondary school personnel. The dropout prevention model is designed to study the feasibility of keeping low-income rural youths in school by involving them in vocational education programs.

Recognizing the impact of vocational training on education in general, Prairie View A&M University conducted a preliminary study to identify specific problems related to the thrust of vocational programs in rural areas, and established specific needs for assistance in addressing youth dropout problems.

During the grant period, a coalition of representatives from the Prairie View Community Affairs Center (an inter-agency organization consisting of local rural school districts), Region IV and VI Education Service Centers, a CETA prime sponsor and University staff members worked together to impact educational programs for disadvantaged youths. This group met with representatives of the New Caney and Waller Independent School Districts (ISD's) to: (1) assess the progress of occupational education programs at the University and local levels; and (2) facilitate a significant thrust in vocational education.

It was found that vocational educators in rural areas have been given the leadership role for influencing all aspects of educational and community projects; therefore, the success or failure of thrusts in guidance for the low-income population depended largely on the competency of vocational teachers, counselors, and administrators to deal with the concept. The interagency collaborative efforts of University staff members, local school personnel and community leaders enabled a cadre of persons to: (1) identify necessary competencies for dealing with youth and adult vocational training and choice concepts; and (2) design effective training programs to assist vocational educators and community leaders in becoming competent with regard to occupational education.

This dropout prevention model, which is an elaborate in-service training program, was developed as the primary mechanism for enhancing counseling techniques needed to effectively aid students in forming their own educational and occupational choice goals. The program, which consisted of workshops, seminars, documentation procedures and in-service activities, was designed and developed in accordance with objectives "one" and "two" of the ongoing TEA funded research project. The third objective was to implement the research model in seven school districts and to validate its effectiveness.

REVIEW OF THE LITERATURE

Research has shown that the plight of economically disadvantaged youths in this country has grown progressively worse during the last decade. This occurrence is somewhat alarming, in that

there have been so many programs designed to aid and assist the youth segment of the U. S. population.

In the early 1970's, career education was hailed as being the solution to many of the problems faced by the disadvantaged youth. The position taken by over 100 vocational educators at the American Vocational Association Convention (Task Force on Career Education, 1971), was that career education is needed by and intended for all people. The career education concept has continued to be a major goal of most educators; however, problems created by integration have hindered many programs.

The early 70's saw many educational and occupational dropout-related problems that are still in existence and which have been manifested into beliefs and philosophies about today's youth. These problems were created by many of the myths that were developed in the early 1970's. Many of the arguments put forth during the early seventies were perhaps detrimental to developing viable programs for the disadvantaged population. However, research has shown that numerous ideas and projects were carried out with a high degree of success.

It was reported by the U. S. Department of Health, Education, and Welfare (1968), that disadvantaged youth should be provided with occupational information in the areas of: (1) practical arts; (2) industrial arts; (3) home economics; (4) agricultural education; (5) trade education; (6) office education; (7) distributive education; (8) technical education; (9) health related occupations; and (10) interrelated occupations. A major problem found by HEW was that many teachers and other vocational personnel were not

up-to-date on the various occupational choices. Many vocational personnel were not aware of the many choices that a student had, nor were they aware of the level of jobs available by occupation.

The 1968 HEW report was supported by Herr (1972), in that he showed that students needed a comprehensive body of information which linked what they were doing educationally to future options that would be available to them in education and in work.

A research study conducted by Sievert (1972), revealed that industrial coordinators, teachers and the like, when assisting students in starting an occupational preference or making an occupational choice, should place more emphasis on the student's perception of the kind of person he is and the type of vocational environment that would allow him to develop and translate his concept of self into occupational terms. Sievert stated that high school students having limited experiences with the world of work, may still develop negative attitudes toward a vocational area that was previously considered to be congruent with their self-concept. Sievert saw a great need for well developed occupational programs for both regular and disadvantaged students.

Long (1974), reported that the occupational function is the responsibility of the vocational guidance service. He viewed the situation from the postsecondary level, but agreed that the same concept is applicable to the secondary level of education as well.

STATEMENT OF THE PROBLEM

A major change in educational philosophy was noted in the early seventies. The movement toward occupational education, involving the whole society, became a major challenge of educators

and community leaders across the United States.

A need for a well defined guidance program for low-income youths is a vital concern to the present day educator. With the requirements under the Vocational Education Amendments Act of 1976 for mainstreaming, the challenge for providing disadvantaged youths with proper guidance has been and will continue to be magnified. If such a program is to be effective, it must involve youths, parents, educators, craftmen, businessmen, the clergy, and all other elements of the community.

There are no known proven systems that are capable of providing low-income rural youths with the type of comprehensive guidance programs that are needed for making an occupational choice in today's society. The problem of this study shall be to develop a model which can be used as an effective tool for providing disadvantaged youths with information that will allow them to be successful in today's world of work.

OBJECTIVES

The objectives which were established for this study are as follows:

Objective 1.0

Prairie View A&M University and the local school districts of New Caney and Waller will establish a model training/ implementation component.

Subordinate Objective 1.1

Prairie View A&M University will establish an administrative team consisting of a Project Director, Guidance Coordinator, and necessary support personnel responsible for developing and proto-type testing vocational and guidance education programs for rural areas.

Subordinate Objective 1.2

The New Caney and Waller Independent School Districts will serve as exemplary demonstration sites and will proto-type test model programs considered necessary to develop and implement effective guidance education programs in rural areas.

Objective 2.0

A model in-service delivery system will be designed and implemented at the demonstration sites of New Caney and Waller for the purpose of training school personnel and community leaders to enhance existing occupational education programs and design exemplary models for new and innovative vocational guidance models.

Subordinate Objective 2.1

An elaborate in-service program, designed along the "teaching clinic," proto-type tested by Prairie View A&M University Teacher Center for personnel training, will be implemented in the demonstration sites for school personnel.

Subordinate Objective 2.2

An elaborate training model will be implemented to train community leaders who will be involved in the occupational programs at the demonstration sites.

Subordinate Objective 2.3

An elaborate audio-visual presentation will be developed to present the importance of and the implementation strategies for a model vocational and guidance education program in rural areas.

Objective 3.0

To implement a model dissemination system to facilitate the replication of a model in-service staff and community development program and delivery system in seven rural school districts/communities in the Prairie View A&M University Community Affairs Consortium.

Subordinate Objective 3.1

To identify community resource personnel in each of the seven local school districts/communities of the consortium for the purpose of participating in the training program.

Subordinate Objective 3.2

To provide technical assistance to ensure the successful replication of the vocational education and counseling training development program in the dissemination sites of consortium schools.

PROCEDURES

This program prepared community leaders and school personnel primarily in the New Caney and Waller Independent School Districts (ISD's) to design and implement exemplary occupational education models for the purpose of enhancing existing community education programs. These two rural school districts served as proto-type sites to develop and evaluate vocational training models for rural schools.

A program for community leaders and vocational personnel was developed as the primary mechanism for model development. The program consisted of workshops, seminars and in-service activities designed to enable community leaders and vocational personnel in the New Caney and Waller Independent School Districts to develop competencies in the areas of vocational education and guidance project development.

To satisfy the objectives of this study, the follow activities were accomplished:

Model, Training and Implementation Component

In accordance with the inter-agency component (see Tables I and II), a number of steps were taken to insure a systematic approach to training and implementation.

The project management and program design consisted of retrieving and synthesizing information, coordination and program

implementation and follow-up. This was primarily the responsibility of the vocational guidance coordinator. Also, the management and program design were monitored by the local advisory council. The local advisory council consisted of representatives from the Texas Education Agency, Education Service Centers, Waller and New Caney Independent School Districts, Counselors of Secondary and Postsecondary Institutions, Business and Industry, the University Teaching Center and the Community Affairs Center.

The program was implemented and tested at the demonstration sites of New Caney and Waller Independent School Districts. The vocational program at Waller is presently in a developmental stage, consequently, the current program at Waller provides only a limited vocational exposure for its students.

Since the vocational programs in many rural schools are in varying stages of development, the input from both New Caney and Waller should be of much value to all rural Independent School Districts.

Administrative Team

The project monitor, as identified by the Texas Education Agency (TEA) worked directly with the vocational guidance coordinator and the advisory council. The administrative team consisted of two representatives from the advisory council, principals, vocational directors and vocational and academic counselors from both New Caney and Waller ISD's.

The functions of the administrative team were to discuss, delineate and take necessary steps required to resolve problems unique to each school district. The administrative team served

as a liaison between the University program coordinator and personnel from the staff and community of both school districts.

TABLE I

Inter-Agency Component for
Prairie View A&M University
Community Affairs and Rural Development Center

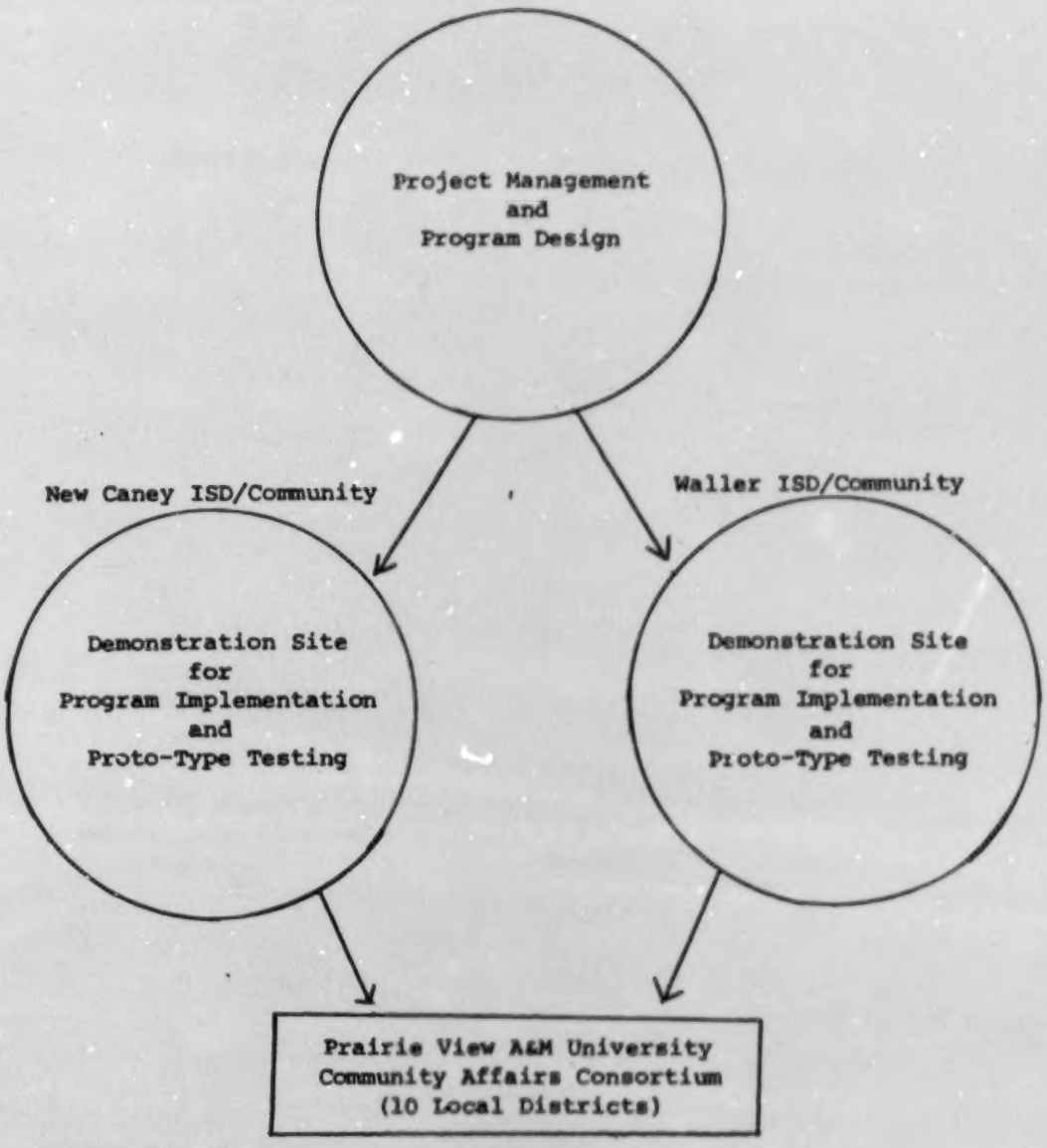
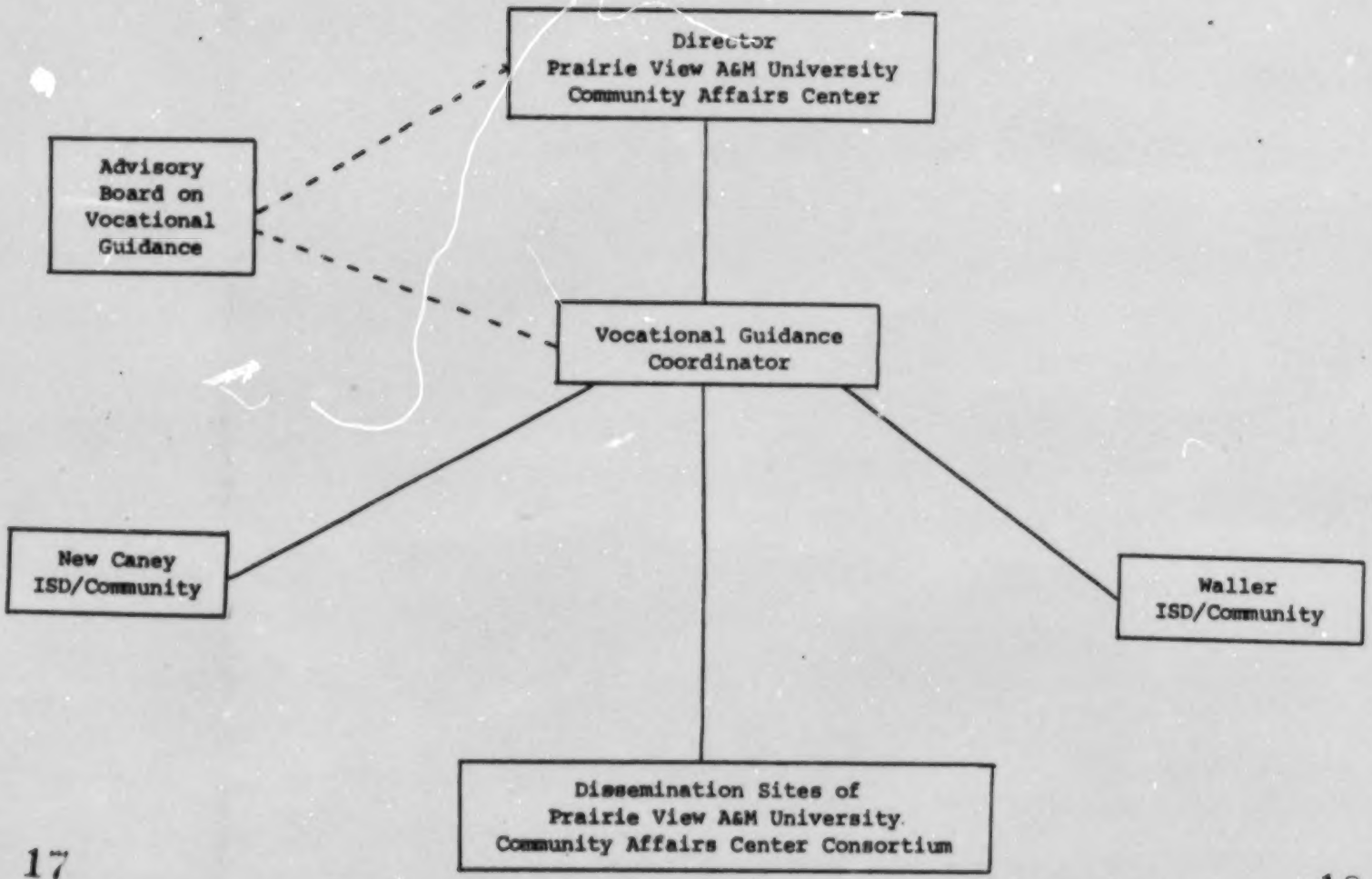


TABLE II

Management Plan



Demonstration Sites

It has previously been established that New Caney and Waller served as demonstration sites for program implementation. However, an in-depth discussion of both schools is necessary for clarification and understanding of the analysis and findings of this study.

New Caney Independent School District - The New Caney Independent School District has a considerably expansive and innovative vocational education program which offers certification in a wide array of skill areas.

In view of the fact that certification courses are offered, students are allowed to receive necessary training on the secondary level that prepares them for the job market after graduation. This program also embraces those students who would normally dropout of school because of a lack of interest in general education. Because of the innovative curriculum design, model training programs were easily implemented and readily accepted for the purpose of this study. The staff and faculty of the New Caney School District were able to serve at the advisory, administrative and implementation levels. Their advice and assistance rendered much support in the training program development.

Waller Independent School District - The Waller Independent School District has had an Industrial Arts Program for the past several years. This school is presently in the process of developing a viable vocational program. Since the program is not fully developed, the current curriculum is designed to include vocational courses as electives.

The current program at Waller ISD does not allow for in-depth vocational preparation; however, it does allow students to enroll in vocational education classes. This can be viewed primarily in two ways: (1) it allows any student the exposure to basic vocational education on the secondary level; or (2) it limits the student who wishes to obtain in-depth exposure to vocational training prior to postsecondary education or to enter the labor force.

This study did not necessarily place Waller ISD in either category. Based on the nature of the vocational program at Waller, it was not used to test and modify the dropout model. However, the school continued to serve in an advisory capacity throughout the duration of this study.

Population

Both schools (New Caney and Waller) were visited during the month of September, 1979. The purpose of the visit was to obtain number and names of students who had left school during the 1979-80 school year.

Approximately 1300 students were enrolled in the New Caney High School. The number enrolled in vocational programs was 569. From the total school population, there were 45 students who had left school, and approximately 15 of these were reported as dropouts.

In the Waller School District, which consisted of 650 high school students, approximately 356 were enrolled in some type of vocational program. The occupational orientation program for junior high school students had an additional 87 students enrolled. Approximately 37 students had left school and 27 of

them were dropouts.

Based upon the acquired information, an attempt to locate the dropouts from the two schools was made by obtaining the names of these students from key school officials. A total of 43 persons were contacted and used as the sample population for this study. At approximately the same time in which the sample population was selected, an interview schedule was constructed, and was designed to identify determinents in dropout decisions. The interview schedule was then pilot tested in order to insure that it would provide the desired research information. The interview schedule is shown in Appendix A.

ANALYSIS AND DISCUSSION

In order to develop the dropout prevention model, it was determined that extensive information was needed concerning the reasons that students drop out of school. Based on a survey of 26 students from New Caney and 17 from Waller that had dropped out of school, an extensive amount of information was derived. The basic characteristics of, and reasons that caused these persons to drop out of school are presented below.

Table III is a presentation of the major likes and dislikes of the students about school. It can be seen that the major likes, (57.69% in New Caney and 70.59% in Waller) about school were student activities. On the other hand, the major dislike in each school was the classes. These likes and dislikes become essential when consideration is given to the fact that perhaps the students' interest in activities could have possibly been used to help keep them in school.

TABLE III

Student Likes and Dislikes about School

	School Districts			
	New Caney		Waller	
	Like	Dislike	Like	Dislike
Classes	5 (19.23%)	13 (50.00%)	3 (17.65%)	8 (47.06%)
Teachers	6 (23.08%)	8 (30.77%)	2 (11.76%)	6 (35.29%)
Activities	15 (57.69%)	0	12 (70.59%)	0
Peers	0	5 (19.23%)	0	3 (17.65%)
Total	26 (100%)	26 (100%)	17 (100%)	17 (100%)

Table IV is a presentation of the major reasons that the students dropped out of school. It can be seen that the major reason that students dropped out of school was because of a need to work. It is shown that 65.38 percent at New Caney and 70.59 percent of the sample from Waller reported that they left school because they needed to work.

It was also revealed that the second highest reason for dropping out of school was because of a lack of interest. It was somewhat surprising that only one (1) student dropped out of school because of pregnancy; however, over 60 percent of the population was male.

TABLE IV

Reasons Given for Dropping Out of School

Reasons	School Districts	
	New Caney	Waller
Needed to Work	17 (65.38%)	12 (70.59%)
Lack of Interest	8 (30.77%)	5 (29.41%)
Pregnancy	1 (3.85%)	0
Other	0	0
Total	26 (100%)	17 (100%)

Each dropout was asked if they were aware of the vocational programs that were offered in their respective schools. It was found that all of the students were aware that their schools offered vocational training. However, it is shown in Table V that 26.92 percent from New Caney and 17.65 percent from Waller actually enrolled in vocational classes. It was also revealed that all of the dropouts who participated in vocational classes viewed this training to be both interesting and beneficial.

TABLE V

Sample Population's Knowledge
about the Schools' Vocational Programs

	School Districts			
	New Caney		Waller	
	Yes	No	Yes	No
Aware of vocational program	26 (100%)	0 (0.00%)	17 (100%)	0 (0.00%)
Given an opportunity to enroll in vocational education	20 (76.90%)	6 (23.10%)	12 (70.58%)	5 (29.42%)
Actually enrolled	7 (26.92%)	19 (73.08%)	3 (17.65%)	14 (82.35%)
Enrolled in and found vocational classes to be interesting and beneficial	7 (100%)	0 (0.00%)	3 (100%)	0 (0.00%)

Total N used for New Caney was 26
Total N used for Waller was 17

An attempt was made to determine those persons that a potential dropout is most likely to inform at the point when a decision is reached to leave school (see Table VI). It was most interesting to find that the highest percent of the sample at New Caney (30.77%) stated that they informed their parents. At Waller, 23.53 percent informed their parents and 47.06 percent said that they did not inform anyone.

It is also shown in New Caney that either "no one" or "a friend" came closely behind "parents." However, it can be seen in Table VI that the highest percent of dropouts from Waller sought help from "no one."

TABLE VI

Person(s) Contacted Upon Decision to Drop Out of School

Person(s) Contacted	School District	
	New Caney	Waller
Parents	8 (30.77%)	4 (23.53%)
Principal	3 (11.54%)	1 (5.88%)
Counselor	2 (7.69%)	2 (11.76%)
Friend	6 (23.08%)	2 (11.76%)
No One	7 (26.92%)	8 (47.06%)
Total	26 (100%)	17 (100%)

The employment status of the dropout population is given in Table VII. It can be seen that over 92 percent and 82 percent of the dropouts from New Caney and Waller respectively were employed at the time of the interview.

TABLE VII

Employment Status of Student Dropout

Status	School District	
	New Caney	Waller
Employed	24 (92.31%)	14 (82.35%)
Unemployed	2 (7.69%)	3 (17.65%)
Total	26 (100%)	17 (100%)

It was shown in Table VII that 24 out of 26 of the dropouts from New Caney and 14 out of 17 from Waller were employed. However, when these same dropouts who were working were asked if they desired to remain in their current jobs, it was found that the vast majority said no.

It is revealed in Table VIII that 91.67 percent from New Caney and 64.29 percent of those persons from Waller that were employed did not desire to remain in their present jobs.

TABLE VIII

Students Desire to Remain in Present Employment

Desire	School District	
	New Caney	Waller
To Remain in Current Job	2 (8.33%)	5 (35.71%)
For New Employment	22 (91.67%)	9 (64.29%)
Total	24 (100%)	14 (100%)

When asked (see Table IX) if the right decision was made at the time of dropping out of school, all respondents answered yes. However, when asked if they would do the same thing if faced with the decision again, 73.08 percent from New Caney and 52.94 percent from Waller answered no.

TABLE IX

Dropouts' Decisions about Leaving School

	School District			
	New Caney		Waller	
	Yes	No	Yes	No
Do you think you were right in leaving school at the time you did?	26 (100%)	0 (0%)	17 (100%)	0 (0%)
If faced with the same decision now, would you leave school?	7 (26.92%)	19 (73.08%)	8 (47.06%)	9 (52.94%)

The total N used for both questions was 26 for New Caney and 17 for Waller

Each member of the sample population was asked what advice would they give to a friend who was planning to drop out of school. It is shown in Table X that 84.62 percent from New Caney and 94.12 percent from Waller would advise their friends to stay in school.

TABLE X

Advice to a Friend who wnats
to Drop Out of School

	School District	
Advice to a Friend	New Caney	Waller
Stay in School	22 (84.62%)	16 (94.12%)
Get a Job	4 (15.38%)	1 (5.88%)
Total	26 (100%)	17 (100%)

SUMMARY, FINDINGS AND RECOMMENDATIONS

Summary

This study was conducted to develop, implement, proto-type test and disseminate a model guidance training program which can be used to prevent the high rate of student dropouts in rural schools.

Two school districts, New Caney and Waller, served as demonstration sites for proto-type testing. The program was designed by a team of representatives from the Prairie View A&M University counseling staff, Teacher Center and the Community Affairs Center. Representatives were also selected from two (Region IV and VI) Education Service Centers and staff and community personnel from New Caney and Waller school districts.

The research was conducted in three phases: (1) the establishment of a model training/implementation component; (2) the establishment of an administrative team; and (3) the development and implementation of an in-service training dropout

prevention model.

Phase I: The establishment of a model training/implementation component. This phase was conducted by the vocational guidance coordinator. It consisted of coordination of program management and design and the delegation of duties and responsibilities to the demonstration sites. The advisory council served in a monitorial capacity.

Phase II: The establishment of an administrative team. The major functions of the administrative team were to discuss and resolve problems in the New Caney and Waller school districts.

Phase III: The implementation of an in-service training dropout prevention model. Information for designing the model was retrieved from Education Service Centers, the local Advisory Council, interview schedules, and materials from the University Teacher Center. The information was then synthesized by the project coordinator and implemented and modified in the New Caney and Waller school districts.

The dropout prevention model consists of a slide-tape presentation, along with a written narrative and other printed materials. The dropout prevention model materials are located in Appendix B.

Community resource personnel, such as Community Action groups, Parent Teacher Associations, and church organizations were contacted and used in the study. Based on input from these community groups, a concerned citizen's guide to preventing students from dropping out of school was developed. This dropout prevention guide is located in Section III of Appendix B.

Findings

Based on the analysis of data from the interview schedules the following findings were derived.

1. Of the dropouts interviewed, the major like about school was student activities and the major dislike was the classes.

2. The major reason students dropped out of school was the need to work; however, a lack of interest in school was the next major reason.

3. All of the dropouts used in the sample were aware of the vocational programs in their respective schools.

4. It was found that 20 (76.90%) of the sample from New Caney and 12 (70.58%) from Waller were given an opportunity to enroll in vocational classes.

5. Only 7 (26.92%) out of 26 and 3 (17.65%) out of 17 of the sample from New Caney and Waller, respectively, actually enrolled in vocational classes.

6. Of the students enrolled in vocational education, they all found it to be interesting and beneficial.

7. In New Caney, parents were the first to be consulted by the student at the point of dropping out; whereas, in Waller, the majority of dropouts consulted no one, with parents being their second choice.

8. In New Caney, 92.31 percent of the dropouts were employed; whereas, only 82.35 percent from Waller held jobs.

9. Among those employed, 91.67 percent from New Caney and 64.29 percent from Waller indicated a desire for new jobs.

10. All of the dropouts (100%) from both schools believed that they made the right decision to leave school when they did; however, 73.08 percent and 52.94 percent from New Caney and Waller, respectively, stated that they would not make the same decision now.

11. It was found that 84.62 percent of the sample from New Caney would advise a friend to stay in school, and 15.38 percent would tell them to get a job. By comparison, 94.12 percent from Waller would advise a friend to stay in school and only 1 percent would tell them to get a job.

Recommendations

Based on the extensive efforts put forth in developing the dropout prevention model, the following recommendations are made:

1. That the slide/tape dropout prevention model be placed in Education Service Centers throughout the State of Texas.

2. That public school officials be made aware of the availability of the slide/tape model.

3. That the school-community based dropout prevention guide be published and forwarded to key school officials.

4. That a state effort be put forth to get school and community persons interested and involved in the implementation of the dropout prevention program.

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APPENDICES

APPENDIX A

Interview Schedule

INTERVIEW SCHEDULE

Youth Dropout Prevention Model
Prairie View A&M University
Prairie View, Texas 77445

1. Please check or list the things you like most about school and the things you dislike most about school. (Use number 1 for major like and dislike and 2, 3, etc. for other choices.)

Item	Like	Dislike
a. Teachers		
b. Classes		
c. Activities		
d. Peers		
e. Other		

2. What was your reason(s) for leaving school?

____ a. Needed to go to work
____ b. Lack of interest
____ c. Pregnancy
____ d. Other

3. While you were enrolled in school were you aware of vocational training programs?

____ a. Yes ____ b. No

4. Were you given the opportunity to enrolled in vocational programs?

____ a. Yes ____ b. No

5. Did you actually enroll in any vocational training programs while you were in school?

____ a. Yes ____ b. No

6. Were the classes interesting and beneficial?

____ a. Yes ____ b. No

7. Whom did you contact upon your decision to leave school?

____ a. Parents ____ d. Friend
____ b. Principal ____ e. No one
____ c. Counselor

8. Are you presently employed?

____ a. Yes ____ b. No

9. Did you family encourage and help you in your plans for a job?

____ a. Yes ____ b. No

10. Do you wish to continue in your present area of employment?

____ a. Yes ____ b. No

11. Do you think you made the right decision to leave school at that time?

____ a. Yes ____ b. No

12. Would you do the same thing if you were faced with the decision again?

____ a. Yes ____ b. No

13. What advice would you give to a friend who had a desire to drop out of high school?

____ a. Stay in school

____ b. Get a job

____ c. Other (Specify)_____

_____

_____

_____

_____

_____

APPENDIX B

A Proto-Type Occupational Choice Model for Disadvantaged Youth in Rural Schools

OVERVIEW

The following presentation is a dropout prevention model which was prepared by the Community Affairs Center at Prairie View A&M University, Prairie View, Texas. This model was developed through a research grant from the Texas Education Agency, Research Coordinating Unit, Division of Occupational Education and Technology, Austin, Texas.

This dropout prevention model contains four component parts as follows: (1) a slide-tape presentation; (2) a written narrative of the slide-tape; (3) a concerned citizens guide to dropout prevention; and (4) helpful hints for implementing a dropout prevention program.

Section I: Slide-Tape Presentation

The slide-tape presentation is designed primarily for the use of public school personnel who are interested in developing a dropout prevention program. However, it is suggested that local citizens who are interested in reducing the school dropout rate be allowed to use, view and listen to this material.

Section II: Slide-Tape Narrative

A written narrative has been prepared on the slide-tape presentation. It is suggested that person(s) using the slide-tape read and become thoroughly familiar with the narrative, prior to attempting to use the audio/visual slide-tape presentation. The narrative will also allow adjusting and synchronizing

the audio/visual presentation in the event of equipment malfunctions.

Section III: Concerned Citizens' Guide

The concerned citizens' guide is designed primarily for the use of local community persons who are interested in doing something about reducing the level of students that drop out of school. In view of the fact that students, teachers, counselors, and other school administrative and supervisory staff are directly involved, a study of this component of the model is viewed as essential to the development and implementation of a successful dropout prevention plan.

Section IV: Useful Hints for Implementing a Dropout Prevention Program

The last section of the dropout prevention model contains useful hints for developing and implementing a dropout prevention program in a school district. This section of the model is designed for the use of students, school faculty and staff, and the total community. The hints included in this section are not all inclusive; however, enough detail is included which should guide interested persons to the planning and implementation of a viable dropout prevention program.

This dropout prevention model was designed, implemented and modified through the assistance and cooperation of the New Caney and Waller Independent School Districts. It was found during the course of model development and implementation, that the key to a successful dropout prevention program is the establishment of coordination and cooperation between the school and a wide variety

of community leaders, organizations and other interested and disinterested persons. Therefore, it is highly suggested to persons attempting to use this model that special attention be given to the ideas and suggestions for developing and maintaining a high level of communication and cooperation between the school and community.

APPENDIX B - SECTION I

A Slide-Tape Audio/Visual Presentation

This section of the Dropout Prevention Model is a slide-tape audio/visual presentation. These materials are designed primarily for the use of school personnel; however, it is suggested that other persons interested in developing a dropout prevention program view the slide-tape presentation in order to gain an in depth understanding of the total process for developing such a program.

In view of the physical nature of the slide-tape presentation it is of necessity attached as an addendum to the model. Users of this dropout prevention model are encouraged to insure that a copy of the slide-tape audio/visual presentation is made available as a part of the total program package.

APPENDIX B - SECTION II

A Narrative of the Slide-Tape Presentation

Dropout Prevention Slide-Tape Program Narrative

The following is a written narrative for the slide-tape presentation entitled, "A Proto-type Occupational Choice Model for Disadvantaged Youth in Rural Schools" (A Slide-Tape Presentation). The written narrative has been prepared as a quide to assist users of the slide-tape program.

Each slide number has been placed directly in front of the narrative component. Users of the slide-tape program will be able to read the narrative and listen to the audio tape simultaneously. Also, this document will allow users of the program to make necessary adjustments when slide-tape synchronization is lost due to machine malfunctions.

Slide Number	Narrative
Slide 1	"An Occupational Choice Model for Rural Disadvantaged Youth"
Slide 2	The purpose of this presentation is to provide information about the development of a school based dropout prevention program.
Slide 3	The development of skills in thinking and earning a living have long been important goals of our schools. Vocational programs have as their primary objective the preparation of an individual for an occupation.
Slide 4	The implied objective is that graduates of vocational programs will have a marketable skill that demand a wage in the labor market.
Slide 5	The prescribed amount of time to reach these goals is generally twelve years.
Slide 6	However, situations arise, such as poor living conditions, juvenile delinquency, insufficient incomes, scholastic incompetency, and personal needs that cause the student to drop out of school before these life long skills can be acquired.
Slide 7	Consequently, methods of reducing the dropout rate are essential.

Slide Number	
Slide 8	Limited resources such as facilities, finances, personnel, and volunteers have prevented the implementation of vocational training and dropout prevention programs in many small school districts, especially in rural areas. Therefore, many young persons are not afforded the opportunity to participate in such programs.
Slide 9	Due to the fact that declining enrollments affect the amount of money school districts receive from the state;
Slide 10	many social problems, mainly crime, which have debilitating affects on families; and
Slide 11	the fact that the presence of crime increases the cost of crime prevention;
Slide 12	a high dropout rate creates a problem for employers when they attempt to find qualified workers.
Slide 13	Therefore, the high school dropout is everybody's business.
Slide 14	Many persons have recognized these problems, and the following is a basis on which many successful programs are initiated. The model consists of four phases and succeeding steps that can be modified according to available resources and needs.
Slide 15	The four phases are: Planning, Implementation; Operation; and Evaluation and Modification.
Slide 16	Phase I - Planning
Slide 17	Step I: In establishing a school based dropout prevention program it is necessary to have administrative support and cooperation. To install a program that is a departure from traditional on-going programs, is sometimes considered threatening to the status quo and is vulnerable in the beginning stages.
Slide 18	It is important to have someone in the upper administrative echelons who is committed to the program, who runs interference for it, and who protects it from those who are threatened by anything different.

Slide Number	Narrative
	The following questions and answers are designed to give information that will assist in determining procedures for establishing a dropout prevention program.
Slide 19	Q. Who is responsible for installing a dropout prevention program?
	A. This function is usually performed by the director of guidance services, curriculum coordinator, the superintendent or someone appointed by him. The program can be conceived at any level, but must have the support of the superintendent.
Slide 20	The superintendent assigns the persons responsible for identifying potential dropouts. The assigned persons identify potential dropouts and needed services, develop program objectives, and compile a report.
Slide 21	The superintendent is responsible for installing a dropout prevention program.
Slide 22	Q. How can potential dropouts be identified?
Slide 23	A. Potential dropouts can be identified by talking with teachers, counselors, reviewing achievement scores, and by observation. Potential dropouts are persons who have unsatisfactory achievement levels, learning disabilities, poor self concept, broken homes, financial problems, and persons who are not accepted by their respective peer groups. From the above description it can be determined that approximately 90 percent of any given class may be a potential dropout; therefore, cautions must be exercised in making such assessments.
Slide 24	Step II: Data Assessment and Collection After data have been collected, it must then be assessed in terms of needs and available resources. The superintendent or principal are persons who generally assign these tasks. These assigned persons will assess the needs and resources in the school and community, assess existing programs, analyze and summarize acquired information and compile a report which can be submitted to the superintendent and the school board.

Slide Number	Narrative
Slide 25	Q. Who is responsible for data assessment?
Slide 26	A. The superintendent is responsible for data assessment.
Slide 27	Q. What kinds of data are to be collected?
	A. The data needed will have to be collected from two groups: the school and the community. Information obtained from the school should provide answers to the following questions.
Slide 28	Are existing school programs successful or unsuccessful? What are the results from test scores? Comparisons and discriminant analysis are needed to determine program effectiveness.
Slide 29	How many students are available and how many will benefit from the program? How many teachers are available, what is the teacher/ student ratio, and what finances are available?
Slide 30	Will adequate funds be available to hire new teachers if necessary? Will there be funds to buy necessary equipment and supplies? From the community you will need to have information about the kinds of organizations that can be called upon for support.
Slide 31	The kinds of employment opportunities available locally and nationally, the kinds of employers, and can the employers be counted on to assist in the implementation of job programs, provide technical assistance or financial support?
Slide 32	You will also need to determine the availability of volunteers, PTA's, and advisory groups.
Slide 33	Step III: Assessment of program needs and resources available.
Slide 34	What programs are needed and how will they be financed? After the data have been collected, the information must be assessed in terms of needs and resources available. The superintendent or principal is the person who generally makes this task assignment. The assigned persons will assess the student and program needs and the resources available in the school and community. They will also assess the effectiveness of existing programs.

Slide Number	Narrative
	The obtained information should be summarized and compiled into a report to be submitted to the superintendent and school board, who will make the final decision about the feasibility of implementing such a program.
Slide 35	Programs approved by the school board can be financed with public or private funds.
Slide 36	Step IV: Develop a dropout prevention plan.
Slide 37	The superintendent or his designate will secure the support of the school board. (This body approves plans and funding of all programs.) The superintendent, usually in collaboration with the school principal or building administrator, will select a dropout prevention council.
Slide 38	This council should consist of members of the school board, superintendent, PTA president, student leaders, counselors, and teachers.
Slide 39	The dropout prevention council examines the results of the assessment and studies existing guidelines and models.
Slide 40	The available models range from the very limited, (consisting of one vocational class, such as auto mechanics, into which all problem students and potential dropouts are channeled),
Slide 41	to very comprehensive ones that begin in elementary school. Occupational education is generally incorporated into the curriculum of the more comprehensive dropout prevention models.
Slide 42	The key components of a successful vocational dropout prevention program consist of: (1) a professional staff that is deeply committed; (2) a district sensitive to the needs of all students; (3) a community which has recognized the need and is lending tangible support;
Slide 43	(4) former students to serve as role models and advertisement for the program; and (5) students who love the program and are delighted to be enrolled in it, and who are finding success and happiness in themselves while in school.
Slide 44	Programs that begin in the early stages of school life provide excellent opportunities for the

Slide Number	Narrative
	orderly development of the affective and psychomotor as well as the cognitive domains.
Slide 45	Phase II - Implementation
Slide 46	Step I: Selection of the Program Staff
	The person responsible for selecting the program staff is the superintendent, who may assign the responsibility to other persons. This function can be performed by the Curriculum Coordinator or a director appointed by the superintendent. The building administrator assigns personnel and staff duties, areas of responsibility to existing in-school staff, and designates appropriate facilities.
Slide 47	Members of the staff should be selected on the basis of their interest and training in working with young people who need special attention.
Slide 48	Classroom teachers should develop individual programs according to each student's interest. Modules and syllabi are presently available at education service centers throughout the state.
Slide 49	The program should include: (1) methods of improving one's self-concept; (2) acceptance among and of peer groups; (3) competency and proficiency in some skill; and (4) skills in dealing with personal problems.
Slide 50	Step II: The selection of a dropout prevention advisory committee. The superintendent is considered the best person for this task. Members are selected on the basis of broad community respresentation.
Slide 51	Q. Why do we need an advisory committee?
Slide 52	A. Some reasons for selecting an advisory committee are: (1) federal and state laws mandate the use of advisory committees for all vocational programs; and (2) advisory committees provide a valuable link between schools, communities, employers, and parents.
Slide 53	The function of the advisory committee is to provide assistance and advice only. The advisory committee has no administrative or supervisory control over the program at all.

Slide Number	Narrative
	The members should be appointed to the appropriate school board, based on the recommendations of school administrators and community leaders. Their purpose is to provide assistance in maintaining and improving programs that equip students with skills necessary to become useful and productive citizens. Some suggestions for the selection of persons for the dropout prevention advisory committee are as follows:
Slide 54	1. Persons on the "In-School Dropout Prevention" task force. 2. Juvenile Probation Departments 3. National Alliance of Business 4. Police Departments
Slide 55	5. Churches 6. Private Industry Councils 7. Chamber of Commerce Members 8. CETA Program Operators 9. University Personnel
Slide 56	10. Parents 11. Community Councils 12. Community Leaders 13. Vocational Education Advisory Committees
Slide 57	The director of the dropout prevention program coordinates the responsibilities and assignments of the advisory committee.
Slide 58	The building administrator can recommend community individuals to serve on the dropout prevention council and on the dropout prevention advisory committee.
Slide 59	Phase III - Operation
Slide 60	Step I: After a dropout prevention plan has been developed, the next step is to let people know about it.
Slide 61	Therefore, you must publicize the program. You must let the students in school and other interested persons know that a program is in effect that will benefit the total school population. The advisory committee should: (1) plan appropriate promotional strategies; (2) develop strategies to maintain a consistent promotional campaign; and (3) plan the types of information

Slide Number	Narrative
	that will be presented in the news media, on television, on bulletin boards and in brochures.
Slide 62	Step II: Identify and coordinate the use of technical information. The dropout prevention advisory committee will identify dropout prevention information and community resources.
Slide 63	The committee will compile pertinent information and establish an information delivery system. It will also maintain and update the information delivery system periodically.
Slide 64	Step III: The development of counseling opportunities.
Slide 65	The dropout prevention council will conduct conferences and provide advice on strategies for identifying counseling opportunities, both individual and group. These conferences should concentrate on individual problems, the importance of education, job opportunities and requirements of the labor market indigenous to the area.
Slide 66	Opportunities for employment in the world labor market should also be identified. Role models should be used when possible.
Slide 67	The dropout prevention advisory committee will assist in identifying the types of vocational training programs to be offered, program content, job opportunities in the local community, and help former students gain entrance into labor unions.
Slide 68	The in-school dropout prevention council will coordinate the overall effort by contracting employers and labor unions and exchanging information on career opportunities. The council will also coordinate efforts with state employment services and other agencies, and compile data on hiring practices and procedures.
Slide 69	Phase IV - Evaluation and Modification
Slide 70	Step I: Evaluation of the dropout prevention program. The in-school dropout advisory council will collect, analyze and evaluate follow-up data in terms of service and goals. The dropout prevention staff will prepare required reports and make recommendations for program modifications.

Slide Number	Narrative
Slide 71	Step II: Evaluation of dropout prevention reports. The school board, superintendent, and building administrator will review the council's reports. This group will assess the effectiveness of the dropout prevention program and study any recommendations for modifications. Approval or disapproval of the suggested program modifications will be given.
Slide 72	Step III: Modification of programs and services. The dropout prevention council will redesign the various program components in accordance with approved or disapproved modifications. The resulting modifications are ones in which the schools will be implementing the following year.
Slide 73	A dropout prevention package has been developed which will assist you in the development of a dropout prevention plan. This package contains guidelines, worksheets, and charts which a school district can use as a starting point for developing a dropout prevention program.
Slide 74	This presentation has illustrated the process and a few of the materials required for designing and implementing a dropout prevention program. This slide-tape presentation was prepared by Prairie View A&M University, with support from The Texas Education Agency, Research Coordinating Unit, Austin, Texas. The dropout prevention package materials are available through: The Texas Education Agency The Research Coordinating Unit Division of Occupational Education and Technology 201 East Eleventh Street Austin, TX 78701

APPENDIX B - SECTION III

A Concerned Citizen's Guide to Dropout Prevention

A CONCERNED CITIZEN'S GUIDE TO SCHOOL BASED DROPOUT PREVENTION PROGRAMS

Introduction

The purpose of this presentation is to develop a school based community oriented dropout prevention guide. It is anticipated that this guide can be used as a model for involving both the school and community personnel in the prevention of students from dropping out of school.

It is an accepted fact that the development of skills in thinking and earning a living have long been important goals of our public schools. The prescribed amount of time for the average student to reach these goals is 12 years; however, many problems arise that cause the student to drop out of school before these lifelong skills are acquired. Therefore, identifying methods of reducing the dropout rate is essential.

The availability of only limited resources (personnel, finances, volunteers and facilities) have prevented the development and/or implementation of dropout prevention programs in many small school districts, especially in rural areas. Consequently, many young persons are not afforded the opportunity to benefit from such programs.

The high school dropout is everybody's business. This can readily be seen when one considers the fact that declining enrollments affect the amount of money that school districts receive from the state; the fact that trunancy creates many social problems; mainly crime, which has a debilitating affect on families

and communities; the fact that crime increases the cost of crime prevention; and a high dropout rate creates a problem for employers when they attempt to find qualified workers.

The School-Community Dropout Prevention Model

The following is a presentation of a school-community based dropout prevention model. This model is outlined in seven basic phases, and can be modified according to available resources and school-community needs. The seven phases are:

Phase I - Getting Started

Phase II - Gather Information

Phase III - Identify Priority Needs

Phase IV - Define Program

Phase V - Explore Options and Develop Plan in Conjunction with School Officials

Phase VI - Refine Plan

Phase VII - Follow Through

The idea for a school based dropout prevention plan may originate from a school district administrator, teacher, student, or local citizen, but at some point official planning has to begin and a more formal group has to be created. This group is then charged with exploring possibilities, preparing feasibility studies, and producing concrete recommendations. This group is called the planning committee. Community people, agencies and schools working together on an equal basis throughout these seven stages are essential to coordinated dropout prevention planning.

The planning committee will include: (1) elected officials, members from the school board, town government, and private

industry; (2) representatives from neighborhood associations, civic clubs, religious groups, and other organizations; and (3) interested citizens who are not affiliated with any formal groups. These persons collectively represent the needs, values, goals, and resources of the community. Their contributions to development, support, and implementation of a plan are vital to its success.

It must be remembered that many of the members of the planning committee may never have worked together, or even talked with each other before. Cooperative planning will be challenging to elected officials, citizens, and administrators alike. It requires really listening to what others have to say, understanding differing viewpoints, and finding those concerns and hopes on which there is agreement. The full mix of people should actively participate throughout the planning process. No group should be forced to wait and react to somebody else's plan. Everybody who is affected should have a chance to get involved, a chance to get "ownership" of some action.

Each stage of planning has room for various kinds of particiaption--various kinds of groups, requiring different amounts of time and different skills. Small group task forces may gather specific information and produce reports over weeks and months. A few people may be needed to develop a survey form, and many people have to fill them out.

Large public meetings allow everyone to come and get involved for an evening or a day. Opportunities for participation need to occur regularly. People shouldn't feel locked out because they missed the first meeting. Planning activities, progress and decisions should be communicated at every stage. Sometimes this

will mean reporting back to governing boards and members of organizations, and sharing information with a wider public by newspaper articles or special flyers.

A planning team can seek reactions to tenative conclusions by convening a public meeting. By putting such a meeting on community television permits communication with those who stay at home. Regular communication keeps the planning process open; and getting public concensus at each stage assures their commitment to the resulting plan of action.

Finally, leaders of cooperative community planning must be committed to the process, and not to any preconceived end result.

Now let's look at the seven stages. As we go through them, think about how this planning process might be used in your community.

Phase One: Getting Started

You're starting somewhere. Maybe the school board has appointed a task force, or the town council has called a public meeting, or a group of concerned parents has decided to meet and do something. Take a look at yourselves: (1) where are you starting; (2) what brought you together; (3) what do you want to accomplish; (4) who do you as a group represent; and (5) who else needs to be involved? At this point, go out and get those other people involved. Broad based participation should start here, at the beginning of the planning process.

Take a shot at defining problems or concerns and goals. You may want to think about this individually, in small groups, and in large meetings. You need to agree on your goals and concerns,

which will determine the focus of your planning effort. Before leaving Phase One, put together your own plan for planning--how you're going to go about addressing the concerns and meeting your goals. For each of the planning stages: Decide what you are going to do; how; when; with what resources; using what means of participation and communication. You won't be able to fill out the total plan all at once, but you need to decide the basic structure of your process so that you may make the best use of your time and resources.

Phase Two: Gather Information

Two kinds of information will be collected: "hard data"--that is, facts and figures about the community, population, and resources and "soft data"--that is, feelings and perceptions about the community, the school, the present and future needs. Both kinds of information are necessary to plan well. Keep in mind that you should only gather information which is important to your goals. Also, you should keep in mind that many times someone else already has the information--your job is to find it.

Phase Three: Identify Priority Needs

The information gathered in phase two includes ideas and suggestions about community needs. Not every need uncovered; however, can be dealt with during the remainder of the planning effort. Some needs will be too broad; and others will be of interest to only a few.

The group will probably have gathered more needs than they can address in this one effort. Therefore, now is the time to

set priorities. The group must decide on criteria, and use them to rank the needs in small groups and then as a large group concensus.

Phase Four: Program Requirements

Once the high priority needs have been identified, the group must explore them in depth--who has this need, why is it not being met now, and what is required to meet it. It will probably be determined that some needs can be met with minor modifications, which may include better scheduling of existing facilities, a change in bus routes, or better equipment. However, to meet other needs it may require creating new programs and defining the requirements of those programs--schedules, organizations, money, spaces and equipment, staff, volunteers and so forth.

Phase Five: Explore Options

Once the group has designed a set of programs, they then need to explore options for putting them all together into a single plan. The group should explore a variety of options about facilities, governance, and finance before deciding on the option best for their community.

Many community people and community organizations should participate in selecting and hiring consultants or architects, or publicizing the plan prior to a referendum, if necessary.

Part of Phase VII (Follow Through) should also be the development of a method for periodically evaluating your plan once it is in operation. From "Follow Through" emerge the results of your planning effort: The changes that meet the needs that respond

to the issues you raised in Phase I when the group first got started. This review may require only a few minor changes which are not very visible, such as better communication among service agencies. However, the review may be highly visible, such as construction or renovation of a building. The main thing is that something happens, which improves the school, community, and the student.

Phase Six: Refine the Plan

At this point, it is time to describe the plan in detail. The planning committee has to spell out what group will be in charge; what staff is needed and who will hire them; the total program costs and where the money will come from; what space will be used and how will it be scheduled; and other vital information as deemed necessary.

Phase Seven: Follow Through

This is the stage where the plan is actually carried out. "Follow Through" usually requires that elected officials and governing boards take specific actions and make specific commitments, since they control or have access to most of the available resources. Depending on the nature of the plan, "Follow Through" may involve: (1) preparing bylaws for advisory councils and new organizations; (2) applying for grants and obtaining funds for program implementation; (3) conducting follow-up studies; (4) assisting in program monitering and implementation; (5) writing reports; and (6) other major activities which are vital to the success of the program.

A dropout prevention package has been prepared as a part of this report. The package contains a set of worksheets, instructions, charts, and guidelines that will assist groups in getting started and to carry out a cooperative community based dropout prevention program.

Prepared with support from the Texas Education Agency Research Coordinating Unit, the kit is available from:

Texas Education Agency
Vocational Education
201 East Eleventh Street
Austin, TX 78701

APPENDIX B - SECTION IV

Useful Hints for Planning and
Implementing a Dropout Prevention Program

USEFUL HINTS FOR PLANNING AND IMPLEMENTING A DROPOUT PREVENTION PROGRAM

I. Introduction

The following presentation contains helpful hints that can be used by local community and school personnel in the development of a dropout prevention program. The total dropout prevention model as presented in this report includes: (1) a slide-tape presentation; (2) a written narrative of the slide-tape; (3) a concerned citizens' guide to preventing school dropouts; and (4) helpful hints to planning and implementing a dropout prevention program.

It is intended that the information contained in this segment of the model will be beneficial to both school and community personnel in their attempt to develop a viable dropout prevention program. Therefore, it is suggested that public school and local community personnel who are interested in developing and implementing a dropout prevention program view the slide-tape presentation, read the narrative materials, and pay special attention to the dropout prevention hints presented in this segment of the model.

The helpful hints for planning and implementing a dropout prevention program are presented in seven steps. Steps one through six are presented under Phase II: Planning, and step seven is continued under the three Phases of Implementation, Operation, and Evaluation and Modification.

II. Procedural Steps for the Development and Implementation of a Dropout Prevention Program

Phase I: Planning

The nature of the planning cycle requires that you work with a variety of individuals and groups that you may not have worked with before. Many persons in the group will not be familiar with the planning process. Keep in mind that your planning may result in the development of products that will affect the lives of many people. It could be the most challenging, exciting, and rewarding venture of your entire career.

Planning begins when a group of people get together and decide on a course of action to accomplish their goal(s).

The following questions may be used to formalize ideas (make brief statements).

1. What is the problem? (We want to improve education, we want to install a dropout prevention-vocational education program.)
2. What is your affiliation with the school? (Parent, student, teacher, employer, etc.)
3. Do you have formal approval? If yes, from whom, and what are you supposed to do? (Develop a plan, gather data, obtain community support, advise on proper and feasible alternatives, make recommendations, etc.)
4. If you do not have formal approval, how do you propose to conduct your activities? Will approval be sought? Can required data be gathered? What steps

can be taken?

5. What is your desired date of completion? To whom will you make your report? Are there established guidelines for reporting? Will the activities be reported orally or in writing?
6. What other entities would be interested in the report? Are the reports required? What is the purpose of reporting to them?
7. Are you limited by resources such as personnel, finances, and facilities? Are there limits on activities or types of conditions that you can investigate? (Records of in-school youth, finances of the school, etc.)

Planning will not always be easy. In fact, planning will sometimes be very difficult, but planning is absolutely necessary for the successful implementation of dropout prevention programs. Planning must involve representatives who: (1) are affected by the plan; (2) will do the work; and (3) those who will benefit from it. These persons (students, parents, teachers, conuselors, community, businesses, industry, and the church) will need to be involved from the beginning, and from the standpoint of acceptance of the program and accomodating differing viewpoints. The rewards are well worth the additional coordination required.

Step One: Getting Started

Based on the literature reviewed, it has been found that it is most difficult to get a dropout prevention program idea

or concept started. The following hints are suggested as a means for getting such a program started.

- ☐ Identify rules for participation if any.
- ☐ Understand the logic of the sequential planning process.
- ☐ Decide how to incorporate various school and community factions so that the planning team will truly reflect the makeup of the community.
- ☐ Insure that members of the planning team are sincere about the program and possess the ability to do the job(s).
- ☐ Goals and objectives should be clearly defined.
- ☐ The various work tasks must be identified and should take place at a predetermined time.

To begin the planning process, someone must take the lead. Some person or a small group of people who feel that something must be done to reduce the dropout rate must do something in order for such a program to occur. A crisis situation need not be present, since such programs may evolve as the result of long-term observation, or simply because of the future-oriented goals of an individual, group, or organization.

You as an individual may begin by sharing your ideas with a few other people (close friends, co-workers, business associates, clubs, etc.). However, planning will not officially begin until you have organized a team and received broad based support from other organizations and policy making bodies.

At first, it may appear that you are going around in circles, but planning is cyclical in nature. If you are to lead others it is necessary to become thoroughly familiar

with planning procedures, goals and objectives, and useable outcomes. It may be necessary to go over them more than one time. As one becomes more familiar with established plans, they should first be shared with a small group and with larger groups or organizations later.

In planning, several basic questions must be answered. Answers to the following questions should assist you in planning and in the conduct of your first meeting:

Basic Questions to be Answered

1. Who are you?

   - ☐ An individual, teacher, parent, student or concerned citizen.
   - ☐ An appointed committee such as the school board charged with the responsibility of improving programs for all students.
   - ☐ An organized committee enraged about the crime rate and the general condition of deterioration of young people and the community.
   - ☐ A group of unorganized citizens concerned about the lack of job opportunities for the teenagers in your community.
   - ☐ An administrator charged with the responsibility of improving school programs.

   The position you hold will determine to a great extent the method you will use to get started.

2. What previous actions have been taken? Has someone else initiated such a program in your school or community? What was the result? Can any of the information be used by you? How can they assist you? How is your own group organized? Have objectives and goals been established?

Have any basic rules been established?

3. What is the purpose of the meeting? What was the particular issue that prompted the meeting? The issue may or may not be clearly defined, but now is the time to define it.
4. Who else should be included? This is the time to decide which individuals or groups should be included in the planning stage. Broad-based participation and representation should be included in the planning phase.
5. Who will be the leader? In every group there must be a leader to direct the organization's activities toward a common goal. It may be you or some person(s) designated by the group. Even if the group is not clearly defined, it must have a leader, even if it is a temporary one.

Step Two: Gather Information

During this phase, information should be collected about the school and community. This information should include: (1) the population; (2) available resources; (3) facts about school program offerings; (4) adequacy and needs for existing and projected programs; (5) adequacy of school staff and faculty; (6) a detailed study of the counseling program, to include its adequacy, actual job function, and the general philosophy or attitude toward vocational education and potential dropouts; (7) community perceptions and support for school programs; and (8) other identified essential information.

After the information has been collected, it is suggested that it be analyzed and placed on charts similar to those shown on the following pages.

COMMUNITY RESOURCES

	Location: Within Community	Location: Outside Community	Location: Possible Coordination	Number	How can it be used?	Additional Information Needed
EDUCATION						
Day Care Centers						
Nursery Schools						
Public Schools						
(Elementary)						
(Jr. High)						
(High)						
Private Schools						

COMMUNITY RESOURCES CONTINUED

	Location: Within Community	Location: Outside Community	Possible Coordination	Number	How can it be used?	Additional Information Needed
Vocational and Technical Schools						
Colleges and and Universities						
SPECIAL GROUPS						
Adults						
Senior Citizens						
Mentally Retarded						
Physically Handicapped						

COMMUNITY RESOURCES CONTINUED

	Location: Within Community	Location: Outside Community	Location: Possible Coordination	Number	How can it be used?	Additional Information Needed
BUSINESS AND INDUSTRY						
Major Industries						
ORGANIZATIONS						
Chambers of Commerce						
Optimist Clubs						
TRAINING PROGRAMS						
FACILITIES						
SOCIAL SERVICES						

Step Three: Identify Priority Needs

After the data collected in phase two have been analyzed and placed in a written report, a priority checklist should be prepared. Each of the identified needs reflected in the report should be thoroughly defined and prioritized. This will be an exciting challenge, since members of the group will have different backgrounds, and subesquently, differing views about priority program needs. However, this task can be simplified by insuring that each person is mindful of the overriding goal of reducing the school dropout rate.

Step Four: Intensification of Program Requirements

Now that information about the total community and school has been compiled into a priority needs checklist, the program requirements should be established. This phase of the planning is very critical, since it involves designing the program which is actually to be implemented.

It is highly suggested that extensive coordination, cooperation and communication be effected during this phase of the program development. School staff and instructional personnel must be assured that suggested program changes are for the betterment of the total school, and not a threat to their existance.

Step Five: Explore Program Options

After a tentative dropout prevention program plan has been developed, the various costs required for its implementation should be identified. Various options should then be

explored to determine the availability of resources for its support.

No attempt should be made to implement any component of the program if adequate resources are not available for its support.

Step Six: Refine and/or Modify Program Plan

Once the program options have been thoroughly explored, the tenative program plan should be modified into a final program plan which will be implemented in the school district.

All components of the program should be spelled out in detail to include but not limited to: (1) the total organizational structure; (2) program costs by area; (3) projected student enrollment by area; (4) evaluation and follow-up procedures; (5) scheduling; (6) program implementation date(s); and (7) other essential information as deem necessary.

Phase II: Implementation

Step Seven: Follow Through

In phase seven, follow through, the final program plan will be carried out. At this time, school board approval to allocate the funds required to support the program plan must be made.

This phase will also involve hiring staff and instructors, building or renovating old facilities, purchasing and installing of equipment and other program requirements as spelled out in the plan.

Phase III: Operation

Step Seven: Follow Through Continued

The operation phase of the program is an auxilliary to it. The out-of-school advisory committee should be able to perform most of these tasks through coordination with the in-school advisory council. The advisory committee will be able to accomplish such tasks as: (1) providing program publicity; (2) obtaining funds; (3) establishing coordination and cooperation with employers; (4) setting up workshops and conferences; and (5) identifying employment opportunities for in-school students and graduates of the program.

Publicizing the program at this time is a necessity. A good publicity campaign will be an effective tool for obtaining additional support, funds, students, and employer participation in the program. It matters very little that you have a super worthwhile program in effect if no one knows about it. This publicity should include news about the program, employees, graduates, and participating employers and citizens.

The person(s) responsible for the publicity program should be mindful of the fact that management of the various media have their requirements, limitations, deadlines, and customers to satisfy. They are in business to make a profit. Be sure to find out what the requirements are for the length of articles, types of photographs and deadline dates. Identify the requirements for having the program announced on radio and television. Television stations have what is

known as down time, and most local stations will make spot announcements during this time free.

The advisory committee working in conjunction with the advisory council should be used extensively for carrying out the program publicity campaign. The members of these groups, if properly selected, should have the necessary know how and contacts to implement a very successful publicity program at virtually no cost to the school.

Phase IV: Evaluation and Modification

Step Seven: Follow Through Continued

In this phase you will need to assess the programs in terms of results. Did the program accomplish what it was supposed to? Were the objectives realistic? Do the objectives need to be reviewed? Was the cost of the program justifiable in terms of the number of students served and the quality of the program? If necessary, make recommendations for improvement.

A detailed evaluation checklist must be prepared and used for program evaluation. It is suggested that the evaluation checklist provide as a minimum, answers to the following questions. Other pertinent questions should be developed by the planning committee, advisory council, school personnel, students and other concerned citizens.

Program Evaluation

1. What is to be evaluated, how often, and by whom?
2. What evaluation technique will be employed?
3. What type(s) of evaluation instrument(s) will be used, and who will develop them?
4. What type of statistical analysis will be carried out, and by whom?
5. Was the attitude of counselors, teachers, and students positive, negative, or unchanged?
6. What is the level of satisfaction of the students, teachers, and employers?
7. What is the level of participation?
8. What were the administrative problems?
9. Were the facilities adequate?
10. How did the private and public sectors respond?
11. Were services available to all students?
12. Were financial resources adequate?
13. Which of the components were the least successful and the most successful?
14. What components need to be modified?
15. What are the components that need to be added?
16. Was the dropout rate less, more, or the same for a corresponding period of time over the past several years?
17. Were there intervening variables which may have affected the dropout rate during the evaluation period?
18. Was the program properly publicized?
19. How successful was the total dropout prevention program?

III. Summary and Other Useful Hints

Summary

The reader of this section of the dropout prevention model should always be mindful of the fact, that the most critical element in the development and implementation of a successful program is the planning phase. It is suggested that any attempt to develop any type of program without adequate planning is doomed for failure. Therefore, any or all person(s) that attempt to use this model for developing a dropout prevention program, are again cautioned that adequate planning is a dire necessity.

Other Useful Hints

It has already been established that the key to the development and implementation of a successful dropout prevention program is good planning. Therefore, it is suggested that as a minimum, the following things should be accomplished during the planning phase:

1. A clear identification of geographical boundaries.
2. Information about the population to be served should have been collected.
3. A clear understanding of the attitudes, feelings, and program support of the local community should be known.
4. Information should be collected from community persons about perceived needs.
5. The names of leaders in businesses, industries, schools, local organizations, governmental

agencies, and other areas that will support the program should be known and documented in writing.

6. A clear identification and understanding of the procedural steps required for obtaining program support should be known.

7. A meeting place which is condusive and central to the community population should be established.

8. Any surveys conducted should be properly screened and the appropriate aspects published.

9. Any outside resource funds and/or assistance should be identified and if possible, obtained.

10. In addition to the nine hints listed above, it is suggested that the following items be remembered:

    a. Career development and vocational education programs should be implemented at the elementary level to expose all students to the full spectrum of career opportunities in the world of work. Career development should extend through high school with constant upgrading of career aspirations.

    b. A realistic self-evaluation guidance program for vocational students should be implemented. It should include a component to help young women achieve a positive self-concept in relation to the world of work.

    c. As required by law, counselors should discontinue the use of sex-biased aptitude tests.

    d. Counselors should encourage girls and women to enter nontraditional vocational education programs and occupations, and present non-traditional occupations as a challenge rather than a barrier to young women.

    e. Coordinators and placement staff should make greater efforts to convince employers to consider qualified young women for OJT or jobs in nontraditional, higher paying occupations.

    f. Counselors should be trained to help students make sound and realistic educational and career choices rather than choices based on social conventions.

g. Pre-service and in-service training for counseling, guidance, and placement staff should increase their awareness of sex-role stereotyping in education and employment.

h. All counselors should receive pre-service and in-service training in career counseling.

i. Certification requirements for counselors should insure that they are knowledgeable about the world of work and are capable of suggesting a wide variety of educational and job options to young women.

j. State certification requirements for counselors, both male and female, should require periodic participation in useful and diversified employment programs.

k. An information system should be established in each state to provide counselors with current information on the labor market and job opportunities for women.

l. A parent-counselor corps approach should be implemented as a way to provide students with broader career information.

m. Mobile units staffed by counselors should be utilized to provide guidance and career information to dropouts, out-of-school youth, and adults to help them enter or reenter the work force.

While it has clearly been pointed out that the planning phase is the key to a successful dropout prevention program, one must be mindful that the remaining phases of implementation, operation, and evaluation and modification are also essential elements. It does virtually no good to plan a very good program, if it is not going to be followed through to its successful implementation. Therefore, after the program has been well planned, a concerted effort must be put forth to insure that it is in fact properly carried out in the local school district. Also, special care must be given to

publicity, operation, follow-up, evaluation, and modification of any dropout prevention program that is to be instituted in any school district.